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ABSTRACT

This study sought to identify a set of factors that teacher candidates perceived to have influenced their decisions to become teachers and then to determine the family and personal characteristics of the candidates that might be associated with these perceived influences. The subjects were 377 teacher candidates commencing the teacher preparation program of a large midwestern university in the spring term of 1991. As part of orientation to the required entry course, candidates chose from among 16 influences or reasons which they felt may have led to their decision to become teachers. Candidates also provided personal and family characteristics information on various instruments. Results found that six of the eight reasons most frequently cited for becoming teachers were associated with the influences of other people or experiences with people: liking children, former teachers, prior experience with children, parents, favorable work schedule, and love of a subject field. The results also indicated that presence of teachers in the family, birth order in the family, education and income of parents, candidate gender, interactions with youth, enjoyment of learning, and former teachers were all among the factors influencing the decision to teach. Includes a discussion of implications for recruitment. (Contains 31 references.) (JB)

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Personal and Family Characteristics Associated with Reasons Given by Teacher Candidates for Becoming Teachers in the 1990's: Implications for the Recruitment of Teachers

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Abstract

The purpose of this study was to identify a set of factors teacher candidates (N = 377) perceived to have influenced their decisions to become teachers and then to determine the family and personal characteristics of the candidates that might be associated with these perceived influences. The candidates reported liking of children, prior experiences with youth, former teachers, family members and peers, and favorable work schedules as having influenced their decisions to teach. Differences in candidates' reported influencing factors were found to be associated with the candidates' transfer status, planned level of teaching, when the decision to teach was made, presence of teachers in the immediate family, and level of parental education. Additionally, measures of the candidates' attitude and anxiety about teaching, locus of control orientation, teacher efficacy, and personality type were found to be associated with the reasons given for their deciding to become teachers.

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Personal and Family Characteristics Associated with Reasons
Given by Teacher Candidates for Becoming Teachers in the 1990's:
Implications for the Recruitment of Teachers

A number of studies in the current research literature have focused upon the characteristics and motivations of teacher candidates (Levine, 1971; Pigge & Marso, 1987; Roberson, Keith & Page, 1983; Ryan & Phillips, 1982; Turner, 1975) prior to the 1990's. These and related studies, however, indicate a number of reasons why more recent findings of what prompts individuals to choose to become teachers may be significant for teacher educators: changing economic and cultural value patterns impact upon recruitment and selection of teachers, such as the more diverse career opportunities now available to women (Cebula & Lopes, 1982; Regan & Roland, 1982); reasons given for entering teaching vary over time (Jantzen, 1981); reasons given for entrance into the teaching field vary by individual characteristics, such as gender and major, both of which influence marketability and thus competition from other fields (Levine, 1971); academically more capable individuals and secondary majors planning to enter the more marketable fields tend to delay their decisions to teach (Marso & Pigge, 1986; Ryan & Phillips, 1981); and parental education levels and generational changes also tend to influence individuals' decisions whether or not to teach (Roberson, Keith & Page, 1983; Ryan & Phillips, 1981).

An understanding of the motivations and characteristics of those considering the teaching profession suggests insights into how better to attract capable individuals to the teaching profession. Once attracted to the field, more recent longitudinal studies have indicated that capable individuals are as likely to persist through teacher training (Marso & Pigge, 1991; Pigge & Marso, 1992) and through their early teaching years (Heyns, 1988) as their less capable cohorts. Furthermore, and contrary to much early research suggesting that education has been much less effective than other fields in attracting academically competents to the profession (Shields & Daniels, 1982), more recent researchers examining the academic ability of those actually entering the teaching field, rather than comparing the ability of high school seniors aspiring to become teachers with those high school seniors planning to enter other fields, reveal much more favorable comparisons between actual teachers and their cohorts in other fields (Book, Freeman, & Brousseau, 1985; Nelson, 1985). It appears that less able high school students, many of whom never complete college, are more likely to indicate teaching as a potential field than other fields, and some more capable high school students who initially express interest in other fields actually become teachers. For example, Nelson (1985), utilizing data from the National Longitudinal Survey, reported that fewer than 25 percent of their sample of actual teachers planned to be education majors as seniors in high school, and Lyson and Falk (1984) reported that three-fourths of the high school seniors who had planned to teach were not teaching seven years after their high school graduation.

Considerable research over a period of many years indicates that those individuals who choose to teach report more intrinsic-altruist reasons than their non-teaching cohorts. For example, a desire to work with youth, to be of service to society, a continued desire to learn, being influenced by their own teachers, a liking for a particular subject (especially common for secondary majors), viewing teaching as a career which leads to other opportunities, and being attracted to the desirable work schedule of teachers are among the more commonly given reasons for entering the teaching field (Joseph & Green, 1986; Fox, 1961; Jantzen, 1981; Wood, 1978l Roberson, Keith, & Page, 1983; Shields & Daniel, 1982). Conversely, reasons commonly expressed by those not considering the field of teaching, and often by those leaving the field, include the perception of teaching being a low status profession (especially among higher social class and more academically capable individuals), low salary, pupil behavior-discipline problems, the belief that there are many incapable teachers in the field, and the belief that many teachers experience poor work conditions (Bogad, 1983; Fox, 1961; Joseph & Green, 1986; Lucas, 1985; Roberson, Keith, & Page, 1983).

Many personal and family characteristics also have been found to be associated with reasons given for teaching, such as race, gender, ability, socio-economic class, presence of teachers in the family, desire for good income and job security, size of graduating high school, a desire to work with

sociable and friendly people, parental level of education, and birth order (Book & Freeman, 1986; Pigge & Marso, 1988; Roberson, Keith, & Page, 1983). Those expressing interest in teaching are more likely to be white, female, interested in grade rather than high school teaching, less academically able than many of their cohorts, from families with somewhat less education and lower income, second rather than first born, from families with teacher members, and are more likely to have graduated from rural and smaller high schools.

Regarding the stability motives expressed for choosing to teach, many of the reasons given appear to have remained typical of aspiring teachers from the 1940's through the 1980's despite previously noted factors likely influencing motivations over time. A desire to work with children, being of service to society, a desire to continue learning, and the influence of their own family or teachers were commonly expressed during each of these decades. In contrast, patterns of change also have been noted. Bergsma and Chu (1981) reported that their sample of education students in the early 1980's gave even more altruistic reasons for becoming teachers and also were more motivated by the desire to improve poor schools than a similar sample studied in 1976. Jantzen (1981) reported surveys of education students in 1946, 1949, 1951, 1956, and 1979 regarding their motives for becoming teachers. He found increased proportions of teacher candidates giving the following reasons for wanting to become teachers: interest in young people, opportunities for individual initiative, influence of former teachers, and ethics of the profession. Similarly, he found proportionately fewer teacher candidates giving the following reasons for becoming teachers during this period of time: attractive work schedule, assurance of adequate income, presence of teachers in their family, obligation to society, quality retirement system, ease of obtaining a teaching position, and job security.

The purpose of the present study was to identify the reasons given for or factors perceived to influence teacher candidates in deciding to become teachers in the 1990's and then to determine what personal or family characteristics of the candidates might be associated with these reasons or influences. More specifically, the following questions were addressed in the present study: 1) What persons, prior experiences, and teaching career characteristics might teacher candidates identify as having influenced their decision to become teachers? 2) What personal and family characteristics of teacher candidates might be associated with their identification of factors that influenced their decision to become teachers? 3) What affective characteristics of teacher candidates might be associated with their identification of factors that influenced their decision to become teachers?

Methods and Procedures

The subjects for the present study were 377 teacher candidates commencing the teacher preparation program of a large midwestern university spring term of 1991. As part of their orientation to the required entry course for teacher preparation, these teacher candidates identified among 16 influences or reasons those which they felt may have led to their deciding to become teachers. Fifteen of these reasons had been identified from the research literature as being common reasons given by teacher candidates for entering the teaching profession prior to 1990, and the sixteenth reason was an "other" category allowing the teacher candidates to note reasons not previously identified. The teacher candidates also provided various information related to their personal and family characteristics and completed various affective instruments.

The subjects were predominantly sophomores (67%), female (75%) with education majors of elementary (46%), secondary (37%), special education (11%), and specialized areas (6%), most had educators in their family (59%), nearly two-thirds of their parents did not hold a four-year college degree, most had two or more siblings (59%) and were not first-born children (56%), most had decided to teach prior to or during high school (67%), had already had some or considerable classroom type experiences with children (76%), and most came from smaller high schools with classes of less than 300 (68%) located in rural or suburban areas (90%). Additionally, most of the candidates were very certain or almost certain that they wanted to become teachers (93%), and they were confident that they would be unusually good to truly exceptional teachers (84%).

The teacher candidates were asked to check as many as appropriate of the 15 previously discussed factors which they felt may have influenced their decision to become teachers (see Table 1). The option of "other" was used by fewer than 10 percent of the candidates and revealed no other common influence or reason. The personal characteristics gathered from these prospective teachers included gender, whether family members were teachers, when they made the decision to become teachers (elementary grades, prior to high school graduation, or after graduation), their planned level of teaching (elementary or secondary), location and size of the high school from which they graduated, family birth order, the level of their assurance about becoming a teacher (a single five-point scale item with responses from very certain '1' to very doubtful '5'), and level of their mother's education.

The affective characteristics gathered from these prospective teachers consisted of their scores derived from The Teacher Concerns Questionnaire, The Attitude Toward Teaching as a Career Scale, The Teaching Anxiety Scale, The Teacher Efficacy Scale, Myers-Briggs Type Indicator (Myers & McCaully, 1985), and Rotter's measure of locus of control (Rotter, 1966). The concerns instrument consists of 15 items with five items on each of the self, task, and impact scales. The response scale for each item is a continuum from not concerned '1' to extremely concerned '5'. George (1978) reported a test-retest reliability coefficient in the 0.70's and good construct validity in the form of significant differences between preservice and inservice teachers for the self and task concerns scales but not for the impact scale. The attitude instrument contains 11 items, each of which is answered on a response format ranging from strongly disagree '1' to strongly agree '6' with higher scores indicating a more positive attitude toward teaching as a career. Merwin and DiVesta (1959) reported test-retest reliability for this measure of 0.79 and construct validity in the form of significant differences between students having and not having selected teaching as a field.

The teaching anxiety scale is comprised of 29 items with a response continuum for each item from never '1' to always '5' with higher scores indicating more anxiety about teaching. Parsons (1973) reported a test-retest coefficient of stability of 0.95 and alpha internal consistency coefficients within a range of 0.87 to 0.94 for the scale. She also reported concurrent validity evidence in the form of correlations between the scale and several other anxiety instruments (coefficients from 0.25 to 0.62) and correlations between preservice teacher interns' scores on the scale and their teacher supervisors' ratings of the students' anxiety about teaching (coefficients from 0.24 to 0.54).

The efficacy scale consists of 16 items responded to on a six-point scale from strongly disagree '1' to strongly agree '6'. It provides scores of personal teaching efficacy (9 items) and teaching efficacy (7 items) from two subscales derived through factor analysis procedures. Cronbach internal consistency alpha reliability coefficients were found to be 0.78 for the Personal Teaching Efficacy and 0.75 for the Teaching Efficacy scales (Gibson & Dembo, 1984).

The Rotter locus of control measure provides a single externality score; whereas the Myers-Briggs measure provides a dichotomous classification for four preference scales as follows: extraversion-introversion, sensing-intuitive, thinking-feeling, and judging-perceptive. Both of these instruments have been used extensively in research and counseling settings over a period of many years.

The frequencies of the prospective teachers' responses to the 15 reasons or influences were analyzed within 2 x 2 or 2 x 3 chi-square tables. The columns consisted of checked or not checked, responses of the teacher candidates to the reasons given for becoming a teacher, and the rows consisted of levels of the aforementioned personal or affective classifications of the teacher candidates such as, gender, elementary or secondary major, when they made the decision to teach, the Myers-Briggs' dichotomous classifications, etc.

Results

Six of the eight reasons most frequently checked by the teacher candidates for becoming teachers were associated with the influences of other people or experiences with people as shown in

Table 1. Liking of children (83%), former teachers (71%) prior experiences with children (50%), and parents (41%) were the four most frequently checked influences with two other people associated influences, peers (20%) and family members other than parents (19%), falling within the top eight most frequently checked influences. Attractive work schedule (41%) and love of subject field (37%) were in the fifth and sixth positions among the top eight most frequently checked reasons or influences. The percentage of prospective teachers checking the top eight reasons or influences varied from 19 to 83%, whereas fewer than 10% of the candidates checked each of the five least frequently checked reasons as follows: other (9%), professional standing of teachers (7%), lack of knowing what else to major in (6%), newspaper articles or other publications (3%), and social prestige of teachers (2%).

Just one job associated factor, favorable work schedule (41%), appeared to have influenced many of these individuals' decisions to become teachers. Two other job associated factors, however, were checked somewhat frequently: job security (14%) and teaching as a stepping stone to other careers (13%). The professional standing of teachers (7%) and social prestige of teachers (2%) were checked by very few of these prospective teachers to be an influencing factor in their deciding to teach.

The love of a subject field was a relatively frequently checked reason for becoming a teacher (37%), and to change society was a moderately frequent reason checked by these teacher candidates (19%); whereas newspaper articles or other publications (3%) was very infrequently checked by these candidates as an influence in their decisions to become teachers.

Insert Table 1 about here

Personal Classifications

Among the personal classifications of the prospective teachers, only the location of graduating high school (urban, suburban, or rural) failed to reveal differences in the candidates checking or not checking the various reasons or influences. Those candidates having mothers with a four-year college degree much more frequently checked parents as having influenced their decision to teach (72%) than did those having mothers without a degree (28%), chi square of 15.26, $p = .001$. First born candidates more frequently checked having been influenced by their peers in deciding to teach (28%) as contrasted to second, third or fourth born (13%, 18%, and 11%), chi square of 11.97, $p = .008$; whereas fourth born teacher candidates more frequently checked having been influenced by family members (41%) as contrasted with third, second, or first born (19%, 15%, and 16%), chi square of 15.26, $p = .002$.

The other personal classifications revealing statistically significant differences in checking frequencies for two to nine influences or reasons are reported in Table 2. The prospective teachers classified by the degree of their assurance (very certain, certain, and uncertain) about the decision to teach revealed statistically significant different frequencies for 9 of the 15 responses. The candidates uncertain about their decision to become teachers less frequently checked parents, teachers, liking children, and prior experiences with children as having influenced their decision to teach as compared to their very certain and certain cohorts (see items 1, 3, 8, and 15 on Table 2). In contrast, the very certain candidates less frequently checked family members, publications, work schedule, stepping stone to other careers, and having no other major than did their uncertain cohorts (see items 2, 5, 10, 12, and 13 on Table 2).

Insert Table 2 about here

The time at which the candidates reported they decided to become teachers (elementary, high school, or after high school years) revealed differences on 8 of the 15 reasons. Those not deciding to

become teachers until after high school less frequently checked parents, teachers, liking children, and prior experiences with children (see items 1, 3, 8, and 15 on Table 2) as influences on their decision to teach than did their cohorts. In contrast, those candidates deciding to teach after high school graduation more frequently checked peers, publications, teaching as a stepping stone career, and having no other major as having influenced their decision to teach (see items 4, 5, 12, and 13 on Table 2). The reader should note that this pattern of differences is very similar to the pattern of differences revealed for the previously reported assurance classification. In other words, the candidates less certain about their decision to become teachers and those having decided to teach after high school graduation less frequently checked those influences associated with other people but more frequently checked job related characteristics (e.g., work schedule, stepping stone career, and having no other major).

Both the teaching level and gender classifications revealed significant differences for 6 of the 15 reasons. The female candidates more frequently checked liking children, favorable work schedule, and prior experience with children (see items 8, 10, and 15 on Table 2) but checked less frequently love of subject and stepping stone career (see items 9 and 11) as having influenced their decision to teach as compared to their male cohorts. The secondary school candidates less frequently checked parents, liking children, and prior experience with children as influences (see items 1, 8, and 15 of Table 2), but more frequently checked love of subject and stepping stone career (see items 9 and 12) as having influenced their decision to become teachers than did their elementary school cohorts.

The locus of control and teachers in family revealed significant differences for just four and two influences, respectively. The high externality candidates less frequently checked parents and family as influences in deciding to teach (items 1 and 2 on Table 2) but more frequently checked publications and favorable work schedule (see items 5 and 10) as compared to the low externality (internal control) candidates. The candidates with teachers in their family, as might be expected, more frequently reported parents and family (items 1 and 2) as influencing their decision to teach than did their cohorts without teachers in their family.

The checked frequencies of the following reasons are too small to be interpreted with confidence even though some revealed a statistically significant difference: publications and articles (item 5), job security (item 6), professional standing (item 7), prestige of teaching (item 11), and to change society (item 14).

Affective Classifications

Among the affective classifications of the prospective teachers, none of the classifications based upon the task, self, or impact concerns revealed differences in the frequencies with which the candidates checked the 15 reasons. Similarly, the extraversion-introversion dichotomous preference classifications from the Myers-Briggs and the Sense of Efficacy subscores classification from The Teacher Efficacy Scale revealed no differences. The affective classifications as a group revealed fewer differences than did the personal classifications, 23 compared to 36, even though each provided six different classifications as shown on Tables 2 and 3.

Insert Table 3 about here

The attitude toward teaching and the personal efficacy classifications revealed the most differences among the frequencies of the reasons checked by the prospective teachers. The candidates with the more positive attitudes toward teaching more frequently checked parents, liking children, and prior experiences with children (see items 1, 8, and 15 in Table 3) but less frequently checked publications, stepping stone, and no other major (see items 5, 12, and 13) as influencing their decisions to teach as compared to their less positive cohorts. This pattern of differences is similar to the patterns

revealed by those candidates deciding early to become teachers and those candidates more certain about their decisions to become teachers.

The prospective teachers with high personal efficacy scores more frequently checked parents, teachers, professional standing of teachers, liking children (items 1, 3, 7, and 18 in Table 3) but less frequently checked having no other major (item 13) as influencing their decisions to teach compared to their colleagues with low levels of personal efficacy. As previously noted, the Sense of Efficacy scores (the efficacy of teachers in general) classification revealed no differences in the checking responses of the prospective teachers.

The teacher candidates with high levels of anxiety about teaching more frequently checked favorable work schedule and having no other major (items 10 and 13) but less frequently checked love of subject (item 9) as having influenced their decision to teach when compared to their low or mid-level anxiety cohorts. Two of these reasons, love of subject field and favorable work schedule, were among the more frequently checked reasons for the candidates' decisions to become teachers (37% and 44%, respectively).

The four Myers-Briggs dichotomous preference classifications revealed differences for six influences, none of which were revealed for the introversion-extroversion classification. The thinking-feeling classification revealed differences for four reasons, the judging-perceptive revealed differences on two reasons, and the sensing-intuitive classification revealed differences on three of the reasons or influences. Those candidates classified as feeling, basing judgments more on personal values rather than on impersonal logic, more frequently checked liking children, favorable schedule, and prior experience with children (see items 8, 10, and 15 in Table 3) as an influence when making their decision to teach but less frequently checked love of subject (item 9) than those classified as thinking. The prospective teachers classified as intuitive, those who would rather look for possibilities and relationships than work with known facts, more frequently checked liking children and to change society (items 8 and 14) but less frequently checked parents (item 1) as an influence in deciding to teach compared to those candidates classified as sensing. And teacher candidates classified as judging, preference for a planned, decided, orderly way of life rather than a flexible, spontaneous way, more frequently checked parents (item 1) but less frequently checked the favorable work schedule (item 10) influence in deciding to become a teacher compared to those candidates classified as perceptive.

Summary, Discussion, and Implications

The sample of teacher candidates reported liking children, former teachers, prior experience with children, parents, favorable work schedule, and love of a subject field, respectively, to be the six most common influences when making their decisions to become teachers. Each of these reasons was checked two or more times more frequently than were any of the other nine reasons. The influence of other people or experiences with others characterized the four most frequently checked reasons for becoming teachers, and six of the eight most frequently checked reasons can be characterized in this way. The influences of social prestige of teachers, newspaper articles or other publications, lack of having another major, and professional standing of teachers were each checked by seven percent or fewer of the prospective teachers.

These findings appear to be relatively consistent with prior studies, such as those of Jantzen (1981) although the wording of the influences presented to teacher candidates varied somewhat among the various studies. Working with children, former teachers, favorable schedule, enjoyment of learning (liking a particular subject) were among the most frequently checked influences for the samples of prospective teachers studied by Jantzen from the 1940's through the 1970's. Similarly, Roberson, Keith, and Page's (1983) review of the research literature pertaining to motives for teaching indicated, as did the results of the present study, former teachers, liking of children, and prior experiences with children as being the most frequently reported influences given for deciding to teach. These researchers also

reported that but few teacher candidates report teaching being a stepping stone to other careers or as having job security (or income security) as having been an influence in deciding to teach.

In the present study the prospective teachers' gender, level of planned instruction, level of assurance about their decision to teach, time at which the decision to teach was made, attitude toward teaching, locus of control orientation, and feelings of personal efficacy were found to be related to 5 or more of the 15 reasons or influences selected for study. Similarly, Roberson, Keith, and Page's (1983) path analysis study of the relationship between candidate characteristics and their motives for teaching revealed gender to be the strongest influence, and former teachers, locus of control, parental career choices, and desire for good income (negatively related) to be other major influencing factors.

The findings from the present study regarding when individuals decide to teach appears to be contrary to the findings of Nelson (1985). Only about 25 percent of his sample of teachers had planned to teach as high school seniors; whereas in the present sample somewhat more than two-thirds of the teacher candidates reported having decided to teach prior to leaving high school. Consequently, both sets of data suggest that recruiting prospective teachers might be beneficial both during and following the high school years.

The present study, like many others, has revealed various differences in prospective teachers to be associated with their gender and their planned level of instruction (Book & Freeman, 1986; Brookhard & Freeman, 1992; Pigge & Marso, 1987); therefore, it is not surprising to find these factors to be associated with reasons given for teaching. Similarly, attitudes, anxiety, locus of control, and personality frequently have been found to be associated with teacher characteristics. The present findings suggest that presence of teachers in the family, birth order in the family, education and income of parents, candidate gender, interactions with youth, enjoyment of learning, and former teachers are all among the factors influencing one's decision to teach.

In planning associated with teacher recruitment based upon the present and previous studies, it appears that publications have little impact upon candidates but are more likely to attract males, those deciding to teach after high school, those less sure about but leaning toward the decision to teach, those with less positive attitudes toward teaching, and those with more of an external causality view of the world. Liking of subject field as a recruitment element would most likely appear to influence males, secondary majors, and those with more anxiety about teaching. Neither the prestige of teachers nor professional standing of teachers would appear to be a highly effective recruitment focus. Job security, favorable work schedules, future positive social interactions with others, experiences with former teachers, the autonomy of teachers (internal locus of control), feelings of success in helping others (efficacy), the positive influence of the need for planning to manage classrooms (Myers-Briggs), and continued learning opportunities (Myers-Briggs) each offer elements for marketing which might be successful in attracting candidates to the teaching profession.

Successful recruitment plans might best be directed toward small to moderate size high schools in rural and suburban settings. This plan, however, should also include a program to attract college undecided majors to better identify the more academically capable candidates who tend to delay their decision to teach. Recruitment efforts also need to target elementary and secondary candidates differently. The focus of the plan for males and secondary level candidates might focus more upon love of a subject area, favorable work schedules, teacher autonomy, the pleasure of helping youth, teaching as a stepping stone to other careers, continued learning opportunities, and many opportunities for positive social interactions with others possessing similar interests. Plans for females and elementary level candidates might focus more upon experiences with children and the satisfaction thereof, target somewhat more on late elementary and high school audiences, stress favorable work schedules and the ease of exiting and re-entry in the occupation if desired, and the important role of teachers in society.

As a profession, an emphasis might be placed upon expanding and developing programs which provide meaningful interactions between potential candidates and youth preschool through college,

and expanding teaching-learning like opportunities. This emphasis could focus upon existing programs (scouting, 4-H, school tutoring programs, summer camps, teacher aid programs, etc.) but also investigate additional avenues of interactions where both candidates and society might benefit. These people oriented experiences not only were reported to be a common factor in influencing individuals to become teachers in the present study, but also were found to be associated with more positive attitudes toward teaching as a career, the certainty of one's decision to be a teacher, and one's making the decision to teach before high school years.

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M2:11a

Table 1

Percent of Teacher Candidates Checking Various Reasons or Influences for Deciding to Become Teachers

Reasons/Influences	N*	Percent*
1. Liking, working with children	313	83%
2. Former teacher(s)	266	71%
3. Prior experience youth	187	50%
4. Parents	156	41%
5. Work schedule, vacations, etc.	154	41%
6. Love of subject field	141	37%
7. Peers or friends	77	20%
8. Family members (other than parents)	73	19%
9. To change society	71	19%
10. Job security	52	14%
11. Stepping stone to another career	49	13%
12. Other (open option)	35	9%
13. Professional standing of teachers	28	7%
14. Did not know what else to major in	23	6%
15. Newspaper articles or other publications	11	3%
16. Social prestige of teachers	6	2%

*N = number of candidates checking each influence when directed to check as many as appropriate. Percent is percent of all students in the sample (N = 376).

Table 2

Percentages of Teacher Candidates Checking Various Reasons for or Influences upon their Decision to Teach when Grouped by Personal Classifications which Resulted in Statistically Significant Chi Square Values

	(1) Gender				(2) Decision Made to Teach					(3) Assurance Teach.					(4) Locus of Control				(5) Teaching Level				(6) Teachers in Family			
Influences	M	F	X^2	p	E	H	A	X^2	p	VC	AC	UC	X^2	p	Lo	Hi	X^2	p	E	S	X^2	p	Yes	No	X^2	p
1. Parents					47	46	32	6.97	.031	46	40	14	10.12	.006	46	36	4.45	.035	47	35	5.87	.015	54	22	38.93	.000
2. Family										15	26	21	6.11	.047	23	15	4.00	.046					25	11	11.84	.001
3. Teachers					77	75	61	9.01	.011	74	70	50	6.78	.034												
4. Peers					09	20	30	15.88	.000																	
5. Publications	00	04	3.82	.051	03	00	06	10.07	.007	01	06	03	7.78	.020	01	05	5.36	.021								
6. Job Security																										
7. Prof. Stdng.																										
8. Like Kids	62	90	39.43	.000	96	83	72	20.04	.000	87	82	57	15.31	.000					95	66	50.58	.000				
9. Love Subj.	49	33	7.91	.005															21	59	55.91	.000				
10. Schedule	32	44	4.52	.034						33	52	54	14.43	.001	36	46	4.30	.038								
11. Prestige																			00	03	4.09	.043				
12. Step. Stone	19	11	3.98	.046	05	12	20	10.41	.005	08	18	25	10.36	.006					08	20	11.78	.001				
13. No Major					00	08	09	8.33	.016	01	08	32	42.68	.000												
14. Chg. Soc.																										
15. Exper. Kids	34	55	12.87	.000	54	55	39	7.90	.019	59	40	21	21.91	.000					63	35	27.83	.000				

(1) Gender: (M) Male and (F) Female

(2) When decided to teach: (E) Elementary, (H) High School, and (A) After High School Years

(3) Assurance of decision to teach: (VC) Very Certain, (AC) Almost Certain, and (UC) Uncertain

(4) Locus of control orientation: Low (score of 10 or less, "internals") and high (scores of 11 and higher) externality, each approximately one half of group

(5) Level of planned instruction: (E) Elementary and (S) Secondary grades

(6) Members of extended family are teachers, e.g., parents, siblings, aunts or uncles

Table 3

Percentages of Teacher Candidates Checking Various Reasons for or Influences upon their Decision to Teach when Grouped by Affective Classifications which Resulted in Statistically Significant Chi Square Values

	(1) Anxiety Teaching					(2) Personal Efficacy				(3) Attitude Teaching				(4) Myers-Briggs T-F				(5) Myers-Briggs J-P				(6) Myers-Briggs S-N			
Influences	Lo	Mid	Hi	X^2	p	Lo	Hi	X^2	p	Lo	Hi	X^2	p	T	F	X^2	p	J	P	X^2	p	S	N	X^2	p
1. Parents						36	48	6.00	.014	35	46	5.20	.023					45	34	4.78	.029	46	34	4.52	.030
2. Family																									
3. Teachers						66	76	4.23	.040																
4. Peers																									
5. Publications										05	01	5.19	.023												
6. Job Security																									
7. Prof. Stdng.						05	11	4.50	.034																
8. Like Kids						79	88	4.70	.030	74	91	19.97	.000	74	87	9.72	.002					81	86	10.02	.002
9. Love Subj.	43	44	21	16.21	.000									45	33	5.14	.023								
10. Schedule	31	41	50	7.21	.027									33	44	4.10	.043	35	50	7.86	.005				
11. Prestige																									
12. Step. Stone										18	09	6.75	.009												
13. No Major	02	03	15	21.65	.000	10	02	10.16	.001	09	03	6.58	.010												
14. Chg. Soc.																						15	25	6.90	.009
15. Exper. Kids										41	58	10.59	.001	40	55	7.85	.005								

(1) Anxiety about Teaching: Low (scores of 59 or less), Middle (scores of 60-75), and high (scores of 76 or higher) each approximately one-third of total group

(2) Personal Efficacy Scale: Low (scores of 40 or less) and high (scores of 41 or more) each approximately one-half of total group

(3) Attitude Toward Teaching Career: High (score of 52 or higher) and low (score of 51 or less) each approximately one-half of total group

(4) Myers-Briggs Type Indicator Preferences: T = thinking-judgment; F = feeling-judgment

(5) Myers-Briggs Type Indicator Preferences: J = judging attitude; P = perceptive attitude

(6) Myers-Briggs Type Indicator Preferences: S = sensing perception; N = intuitive perception

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